

Pathways Toward Proficiency Elementary Strand

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Analogy to Ponder

Reading instruction is like eating a well-balanced diet
because_____.

Think about how you would complete this statement.
Turn and talk to a partner.

Well-balanced Reading Diets

<http://agoodschool.blogspot.com/2013/03/reading-diet.html>

“In a conversation with a friend last evening, we were wondering about the 'Reading Diet' that children consume or are fed by us. The books, literature, news, and magazines they read depends on what we bring to them, or what the library stocks. If it is just popular stuff, it might not be surprising if children grow up with a distorted world view” (Gupta, 2013).

“How you read what is available to you also informs your views. It is not the limit on what is available to learners, but how they are taught to use what is available to them. A learner taught that there are no limits will search for more, a learner who believes that this is all that there is will accept and search no more” (Wilks, 2013).

Elementary Strand Outcomes

- Strengthen understanding of high quality instructional strategies that align to the ELA standards and that support achievement of proficiency.
- Explore the development and use of text sets and integrated units of study as tools for building curriculum and organizing instruction and assessment to support achievement of proficiency.



Session 1

TEXT COMPLEXITY

Session 1 Outcomes

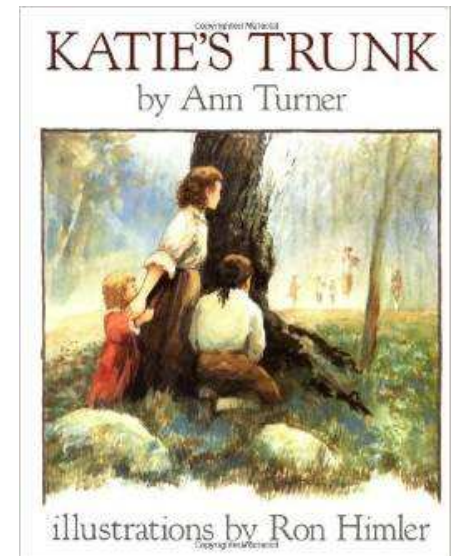
- Review the components of text complexity.
- Examine the relationship of text complexity to the ELA standards and achievement of proficiency.
- Explore tools for determining text complexity and for organizing instruction around the complexity of a text.

Text Complexity and the CCSS

- Listen to Katie's Trunk.

<http://www.youtube.com/watch?v=25CFhJkf8CA>

- As you listen, think about what makes this text complex. Make a list.
- Share ideas with your table.
- Identify 2-3 criteria that your table agrees upon and select a spokesperson.



Text Complexity and the CCSS

- The CCSS for ELA expectation is clear—students need to demonstrate proficiency with standards using text of appropriate complexity for the grade level with which the standard is associated.
- **Standard 10:** By the end of the grade level, students will read and comprehend text (**literary and informational**) of appropriate complexity independently and proficiently.
- This requirement raises the bar—**all** students need to be engaging with increasingly complex text.

ACT Report: *Reading Between the Lines* (2006)

The chief difference between students who succeed and students who struggle in introductory college courses is **NOT**:

- Question type (main idea, word meanings, details) or
- Question level (higher order vs. lower order; literal vs. inferential)

The complexity of what students can read is greatest predictor of success in college.

Text Complexity Defined

- **Quantitative** information helps determine the approximate readability grade span for the text—provides a starting point.
- **Qualitative** information helps determine where in the grade span the text would fall, or if the text actually falls outside the grade span.
- **Reader/Task** considerations further guide text selection by teachers.

Quantitative Considerations

Factors that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are typically measured by computer software.

Variety of formulas used, such as Lexiles, ATOS, Dale-Chall, Flesch-Kincaid, and Coh-Metrix.

Quantitative Considerations

- Quantitative dimensions considered by these measures include:
 - Word length
 - Sentence length
 - Word frequency
 - Word difficulty
 - Syllabication
- Quantitative measures can be particularly challenging to apply to poetry, narrative fiction, and beginning reading texts.

Quantitative Considerations

Text Complexity Grade Band in the Standards	Lexile Ranges Aligned to CCR expectations
K-1	N/A
2-3	420-820
4-5	740-1010
6-8	925-1185
9-10	1050-1335
11-CCR	1185-1385

Quantitative Considerations for Katie's Trunk

- Lexile Level: 660 (Grade 2-3 Band)
- Flesch-Kincaid: Grade 4

Qualitative Considerations

- Factors that refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as:
 - levels of meaning or purpose;
 - text structure;
 - language features; and
 - knowledge demands.

Tools for Qualitative Considerations

- Rubrics
 - Literary
 - Informational
- Fountas and Pinnell text gradient characteristics

Qualitative Considerations for Katie's Trunk

- Use the literary rubric to examine the qualitative features for Katie's Trunk with a partner.
- Share your ideas at your table.

Reader and Task Considerations

- Educators will employ professional judgment to match texts to particular students and tasks.
- Reader:
 - cognitive capabilities (attention, memory, critical analytic ability, inferencing, visualization);
 - motivation (a purpose for reading, interest in the content, self-efficacy as a reader);
 - knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and
 - experiences.

Reader and Task Considerations

- Task
 - reader's purpose (which might shift over the course of reading),
 - type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time), and
 - intended outcomes, such as increased knowledge, a solution to a real-world problem, and/or engagement with the text.

Reader and Task Considerations for Katie's Trunk

- Work with a partner to explore Reader and Task Considerations for Katie's Trunk.
- Share your ideas at your table.



Text Complexity Analysis of *Katie's Trunk*

By Ann Turner

Text Type: Informational – Historical Fiction

Text Description

In this piece of historical fiction set during the early days of the American Revolution, the narrator, a young Tory girl named Katie, describes the conflict her family encounters as a result of remaining loyal to England. Katie's encounter with rebel troops unveils unexpected forms of courage.

Recommended Complexity Band Level

Although the quantitative features of *Katie's Trunk* place it at the grade 2-3 band, the qualitative features (e.g. themes) as well as reader and task considerations (e.g. grade level standards) may make this text more appropriate for the grade 4-5 complexity band.

Quantitative Measure

Quantitative Measure of the Text:	Range:	Associated Band Level:
660L	450-790	Grade 2-3 Band

Qualitative Measures

Text Structure:

Very Complex - This text presents a side of the Revolutionary War not frequently depicted, that of the Tories who remained loyal to England and their treatment by the Patriots. Multiple themes surface for readers, some of which are clear, such as goodness, friendship, loyalty, and fairness, while other themes are more subtle, such as moral conflict and the impact of war on human relationships.

Language Features:

Moderately Complex - Told through first person narration from the perspective of a young Tory girl, the text organization is generally a sequential accounting of the events that occur when Patriot rebels ransack Katie's home in search of valuables to buy arms. The account does include references to events that have led up to this point in time (e.g. Boston Tea Party) that help set the context. Illustrations strongly support understanding, and are particularly important to establishing the mood and tone.

Meaning/Purpose:

Very Complex - Vernacular of the time period (e.g. "the rebels were arming") is used in this text, and this, coupled with lengthy and complex sentence structures and figurative language adds to the complexity of the text. Dialogue is included along with the first person narration. Vocabulary is somewhat unfamiliar at points (e.g. parlor, kin, Tories), mostly with regard to the time period, but there is enough familiar vocabulary to help support overall understanding.

Knowledge Demands:

Very Complex - Knowledge of the time period is necessary to fully grasp this story (e.g. early stages of American Revolution, Tory vs. Rebel). Readers will be able to relate to some of the experiences of the narrator (e.g. aspects of friendship, name-calling, bullying, fear of war) but other aspects may need more clarification (e.g. segregation, labeling, heroism, destructive nature of war).



Text Complexity Analysis of *Katie's Trunk*

By Ann Turner

Text Type: Informational – Historical Fiction

Considerations for Reader and Task

Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:

- Reading Literary Standards 1, 2, 3, and 4 at the grade 4-5 span
- Writing Standard 9 at the grade 4-5 span
- Language Standards 4, 5, and 6 at the grade 4-5 span
- Opportunities for close reading practice are abundant.

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:

Knowledge demands of this time period are significant for understanding this text.

Additionally, the complex sentence structures coupled with the vernacular and vocabulary of the time period may require support.

The more subtle themes presented through the text may also require teacher direction to unearth in greater depth. Readers may need to reread the text multiple times to unearth the wide variety of themes, deeper meanings, and purposes this text serves to convey.

Differentiation/Supports for Students:

Text read aloud models sentence phrasing with complex sentence structures.

Some vocabulary could be introduced in advance of reading to support understanding, particularly vocabulary for which the context does not provide enough support to determine meaning.

Scaffolding to understand thematic elements may be necessary.

An additional caution is that students who come from backgrounds in which they have experienced war or segregation may have strong reactions to this text.

Alternative Text Complexity Template (Boyles, 2014)

File Edit View History Bookmarks Tools Help

Corwin Companion Site: C... x Figure_2.1.pdf x +

www.corwin.com/closerreading/materials/Figure_2.1.pdf

Most Visited Getting Started Free Hotmail google - Google Search Maine Department of ... Attractions Adobe Connect Centr... Digital Library Resourc... stand alone : smarter b...

Page: 1 of 2 Automatic Zoom

Figure 2.1

Is This Text Complex?

Title of text: _____ Author: _____

Quantitative Text Features

Lexile level for books (www.scholastic.com/bookwizard):

Qualitative Text Features

Criteria	Very Complex 3	Somewhat Complex 2	Not Complex 1	Comments
Knowledge demands				
Connection to a student's life experiences, culture, literary or subject area knowledge vs. no connections				

Navigating Text Complexity

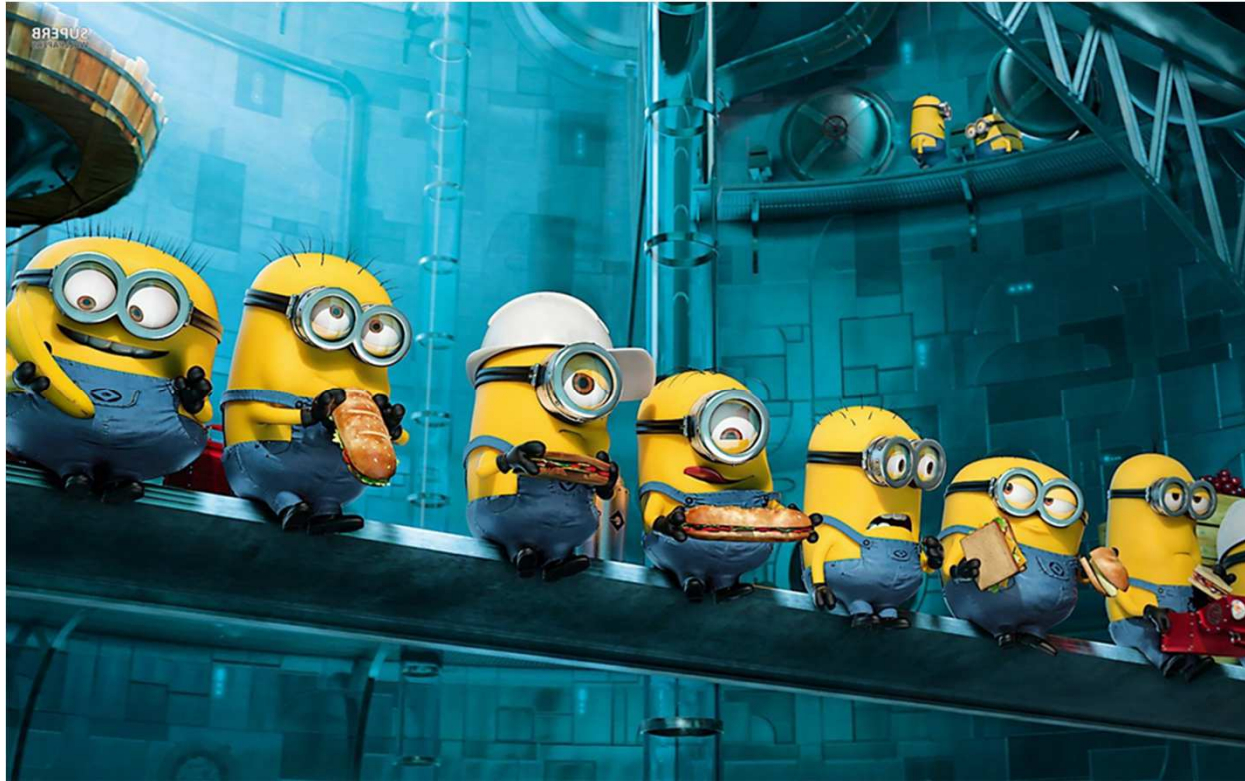
http://www.ccsso.org/Navigating_Text_Complexity.html



Session 1 Work Task

- Select a text from the resources you brought that you believe to be sufficiently complex for your grade level and which you think might serve as an anchor for the text set and unit of study you will plan during the institute.
- Use the tools for determining complexity to draft a roadmap for this text.

Lunch Break





Session 2

CLOSE READING

Session 2 Outcomes

- Explore close reading as an instructional routine for addressing the ELA/literacy standards.
- Identify and examine key components of close reading routines.
- Explore an approach to organizing close reading around the ELA/literacy standards.
- Learn instructional strategies for building meaning through close reading.

What is Close Reading?

- Read the definitions of close reading on the handout.
- As you read the definitions, identify words and phrases you think are significant to describing what close reading is.
- Turn and talk with a partner about what you notice.

Close Reading Definitions

- **Teacher Version**

- *Close reading is purposefully reading a text several times in order to analyze and gain a deep understanding of the text.*

- **Student Friendly Version**

- *Reading something enough times so you can understand it, explain it to someone else, and ask and answer questions about it using evidence from the text.*

Digging a Hole Analogy

The first time you dig your shovel in (read), you just scrape the surface off the ground. The second time you dig in (read the text again), you get a little more dirt (meaning). And every time you dig in (read) after that, your hole gets bigger and bigger until it's just right and you get the full meaning.

~Genia Connell

Close Reading Commonalities

- Uses short, worthy (sufficiently complex) texts
- Limits frontloading
- Encourages reading the text independently (if appropriate to ability of students) and teacher scaffolding
- Encourages observations and annotations
- Incorporates purposeful rereading, collaborative discussions, and written responses
- Uses text-dependent questioning and other prompts/tools to encourage analysis

Question to ask—*Will students benefit from critically engaging with the text through repeated readings?* If the answer is **yes**, then a close reading process is appropriate.

What Might a Close Reading Process Look Like?

- Establish **purpose** for reading, activate prior knowledge of text/genre structure and topic vocabulary
- Engage in **1st reading**—read aloud or independently to get the flow and annotate
- Engage in **1st discussion**—checking for basic understanding, sharing surprises and confusions
- Engage in **2nd reading**—may be shared reading and/or teacher read aloud/think aloud, use of text-dependent questions to prompt analysis
- Engage in **2nd discussion**—examine and extend on 2nd reading
- Engage in **3rd reading**—using text dependent questions to prompt analysis
- Engage in **3rd discussion**—students share evidence
- **Writing about text**—connected to big ideas surfaced through readings/discussions and which requires textual evidence to be included.

Scaffolding Construction of Meaning During Close Reading



Reading and Chunking the Text

- Determine how you will approach the reading of the text.
 - Will students read the text aloud first or will you read it to them?
 - Will students read the entire text in one sitting or segments of the text?
 - Will rereads be of the entire text or of chunks of text?
 - How will rereads work? Student read, teacher read, shared reading, etc.?

Annotations

- Leaving tracks/markings up/reading with a pencil
- Coding/symbol system
- Purposeful—student and teacher directed
 - Capture thinking
 - Ask questions
 - Mark signs
 - Note evidence
- Modeling visually—sticky notes, photocopies, smart boards, document cameras, wiki sticks, use of graphic organizers

Vertical Alignment of Annotations for K-6

<http://coretaskproject.com/2013/06/13/vertical-alignment-of-text-annotation/>

Text Dependent Questions

- Text dependent questions can only be answered by referring explicitly back to the text that is being read.
- Well-designed text dependent questions prompt students to reread the text closely, to identify evidence from within the text to support their answers and to deepen their comprehension through analysis.
- Text dependent questions do not rely on students' background knowledge or experiences.
- Text-dependent questions strive to ensure that readers come to understand the author's intended meaning while extending their own knowledge.

Text Dependent Questions

Types of text dependent questions that develop a readers' understanding of a text include those that focus on:

- General understanding of the text
- Key details
- Vocabulary/word choice, imagery, and tone
- Text structure and sentence structure/length
- Author's purpose
- Inferences
- Opinions, arguments, and inter-textual connections

Sample Text Dependent Questions

Nancy Boyles (2014) provides several collections of text dependent questions that can support teachers.

- Questions for constructing meaning (Fig. 3.1)
- Questions aligned to ELA standards (Fig. 5.2)
- Questions focused on author's craft (Fig. 5.3)



Additional Scaffolds

- **Pre-teaching vocabulary (when essential to understanding and not supported by context)**
- **Breaking down complex syntax**
- **Breaking down complex coherence**
- Using other texts to build prior knowledge/extend knowledge
- Building familiarity with genre and text structure demands
- Teaching and encouraging application of comprehension strategies

Pre-teaching Vocabulary

Celia Warren no longer spoke to me.

Her brother, Ralph, no longer spoke to Walter.

Sometimes I heard that word hissed, "Tory!"

like a snake about to bite.

The rebels were arming, brother told me,
marching and drilling beyond the meadows.

(Katie's Trunk, page 5)

- Which words from this passage might be worth pre-teaching?
- Which words would you expect context to support?

Breaking Down Complex Sytnax

Celia Warren no longer spoke to me.
Her brother, Ralph, no longer spoke to Walter.
Sometimes I heard that word hissed, "Tory!"
like a snake about to bite.
The rebels were arming, brother told me,
marching and drilling beyond the meadows.

Celia Warren no longer spoke to me.
Her brother, ~~Ralph~~, no longer spoke to Walter.
Sometimes I heard that word hissed,
"Tory!"
like a snake about to bite.
The rebels were arming, ~~brother told me~~,
marching and drilling beyond the meadows.

Breaking Down Complex Coherence

I couldn't tell it with a name,
though I felt it inside,
the way a horse knows a storm is near.
I could feel the itchiness in the air,
The wind bringing cold,
The clouds tumbling over the trees
bringing rain—a sour rain.

What is “it”?

How do the weather metaphors fit with “It”?

Video Analysis

- Watch this video of a close reading lesson in a 5th grade classroom.
- As you watch, note aspects of close reading and ways in which the teacher scaffolds the reading for students.
- Be ready to turn and talk to a partner about your observations and takeaways.

<https://vimeo.com/54007714>

How do you plan for close reading?

- Select high quality text worth reading and rereading
- Read the text through multiple times yourself
- Determine what makes the text complex or difficult and what aspects make the text worth analysis
- Determine when you will read aloud and when students will read independently or in a shared fashion
- Limit frontloading
- Plan for each reading to accomplish a specific purpose and structure questions accordingly. See Shanahan (2014), Fisher and Frey (2015) and Boyles (2014)
- Plan for writing responses, such as retellings, summaries, comparisons, etc.

How Do You Incorporate Close Reading?

- **Whole Class** (single or multi-day)—enables all students to engage with appropriately complex text; use independent/shared/partner/read aloud formats
- **Small Group** (single or multi-day)—differentiate text or differentiate scaffolding
- **Writing Instruction**—through the use of mentor texts

Organizing for Close Reading

Question	Standard Cluster	Shanahan (2013)	Fisher & Frey (2015)
What does the text say?	Key Ideas and Details (#1-3)	Students should be able to determine what texts say explicitly and be able to summarize them (including central ideas/themes, how ideas and characters develop and interact), making logical inferences, and citing textual evidence to support conclusions.	Inspection <ul style="list-style-type: none"> • General Understanding • Key Details
How does the text say it?	Craft and Structure (#4-6)	Students should be able to interpret the meanings of words and phrases and the structure of texts to determine how they affect meaning or tone, and how points of view and purpose shape content and style.	Investigation <ul style="list-style-type: none"> • Vocabulary • Structure • Author's Craft
What does the text mean?	Integration of Knowledge and Ideas (#7-9)	Students should be able to synthesize and compare information from print and digital sources, and critically evaluate the reasoning and rhetoric of a text.	Interpretation <ul style="list-style-type: none"> • Author's Purpose • Intertextual Connections
What does the text inspire?	Integration of Knowledge and Ideas (#7-9)	Students should transfer their understanding/knowledge gained from the reading to a new task.	Inspiration/Transfer <ul style="list-style-type: none"> • Opinion with Evidence ⁴⁷

Relationship of Text-Dependent Questions to DOK

Depth of Knowledge.docx - Microsoft Word

	Level 1 (Recall)	Level 2 (Skill/Concept)	Level 3 (Strategic Thinking)	Level 4 (Extended Thinking)
General Understanding What does the text say?	Identify sequence of Events, major plot points, story arc, or main claim and evidence furnished.			
Key Details What does the text say?	Answer questions about information provided directly in the text (i.e., who, what, when, where, why, how much, or how many).	Determine importance of ideas, link main idea to supporting details.		
Vocabulary How does the text work?		Identify denotation: Use structural and contextual analysis to resolve meaning.	Identify connotation and shades of meaning, figurative language and analogies; interpret mood and tone.	
Structure How does the text work?		Locate text structures (cause and effect, problem and solution, description, chronological order).	Link major concepts or ideas across paragraphs and passages; interpret elements of text using literary analysis (e.g. characterization, point of view, narration).	
Author's Craft How does the text work?			Identify the ways a writer's decisions about word choice and text structures serve to convey experiences, information, or arguments.	
Author's Purpose What does the text		Locate stated purpose of the text if	Determine hidden or subversive intentions	Critique author's purpose using rhetorical

Page: 1 of 1 Words: 290

What Does Katie's Trunk Say?

General Understanding

- What is this story about?
- Who is the main character? What do you learn about her?
- Where does this story take place?
- What happens in the beginning of Katie's Trunk?
- What happens as the story continues?
- What happens at the end of the story?
- *What surprised you about Katie's Trunk?*
- *What confused you?*
- *What are you wondering about?*

Key Details

- What has been happening to Katie and her family ? What effect have these events had on them?
- What do the rebels do when they get to Katie's house?
- How did Katie's family react after the rebels left?

How Does the Text Work?

Let's dig deeper into Katie's Trunk with text dependent questions designed to examine ***how the text works***. Work collaboratively at your table to brainstorm possible text dependent questions for each of these categories:

- **Vocabulary**
- **Structure**
- **Author's Craft**

Katie's Trunk-Reading Closely for Structure

- Use the handout to guide a rereading of sections of Katie's Trunk. You can work on this in teams at your table by dividing up the sections and sharing.
- For each section you will be studying the text to determine how Katie is feeling and documenting evidence to support your analysis.
- When you are finished sharing about each section, engage in a collaborative conversation to answer the final question.

What Does the Text Mean?

- Reread Katie's Trunk one more time.
- This time, use the **Reread, Discuss, Rethink** template to analyze the text's meaning.
- Question to drive task (Author's Purpose):

What does the author want us to understand about what it was like to be a child during the American Revolution?

What Does this Text Inspire?

Opportunity to utilize information gathered from text and accompanying discussions to create new knowledge through a novel learning experience (transfer).

- ❖ Presentations
- ❖ Writing from sources
- ❖ Socratic seminars
 - ❖ Debates
- ❖ Investigations
- ❖ Experiments

Bringing it Back to the Standards

- Using the anchor standard cards, reflect on the instructional activities in which we have been engaged with Katie's Trunk.
- Which standards have been addressed through these activities?

What are the Benefits of Close Reading?

- Builds stamina with and knowledge from content rich, appropriately complex text
- Builds academic language
- Develops metacognition
- Helps identify and clarify points of confusion
- Fosters inferences and locating support in text
- Expects readers to find evidence to answer questions and to pose questions themselves
- Supports analysis and synthesis of text meaning
- Supports determining author's purpose and studying author's craft
- Integrates reading, writing, listening and speaking

Video Clip—Fisher and Frey:

<http://link.brightcove.com/services/player/bcpid2109637168001?bckey=AQ~~,AAAAPmbRRLk~,C5G7jhYNtifLHMZ3Mk1et94EXmm8Be9z&bctid=3773429046001>

Role of Students

- Read and reread (in some cases text may be read aloud), persevere with the reading
- Read like a detective...be a keen observer, notice the clues
- Annotate the text
- Find evidence to respond to questions/prompts
- Engage in collaborative conversations about the text
- Be active and think deeply

Role of Teachers

- Select texts worth reading and challenging enough to warrant close reads
- Be well prepared—analyze context and language ahead of time
- Anticipate challenges
- Structure opportunities for reading, rereading, and discussion that keep students engaged
- Use questioning strategies and set purposes that encourage returning to the text to analyze
- Be patient
- Spread readings across multiple days

Video Clip

- Watch this video clip of close reading in a 2nd grade classroom.
- Pay attention to what the teacher does and what the students do.
- Take note of the process used and of the TDQs that are posed.

<https://www.youtube.com/watch?v=o4F4MCoYLt4>
(2nd grade classroom)

https://www.youtube.com/watch?v=HDfv3B_JZQo
(2nd grade small group)

Session 2 Work Task

- Using the text for which you created your road-map, consider focus points based on ELA standards, possible scaffolds (including TDQs) that would guide students' close readings of the text.

Focus Standards	
Scaffolds (Annotation, TDQ, vocab, syntax, coherence)	

Afternoon Break





Session 3

BUILDING THE CASE FOR INTEGRATED TEXT SETS AND UNITS OF STUDY

Session 3 Outcomes

- Consider factors that explain the reading achievement gap.
- Examine methods for addressing this gap while also organizing instruction to address the Maine Learning Results.

Reading Achievement Gap-Five Essential Studies (Liben, 2014)

- **Hernandez 2011**--“Double Jeopardy”
- **Lesnick, et al 2010**--“Reading on Grade Level in Third Grade: How Is it Related to High School Performance and College Enrollment?”
- **Fletcher and Lyon 1998**--74 percent of third graders who read poorly are still struggling in 9th grade
- **Snow, et al 1998**--“A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school”
- **Juel 1988**--First grade reading scores “reliable predictor of later reading scores”

Why?

- How is it that tests so early can predict results so many years later?
- What are we **doing** in curriculum that might be perpetuating these trends?
- What are we **not doing** in our curriculum that might be perpetuating these trends?

What are not the causes?

- Lack of critical thinking
- Limited understanding or use of comprehension strategies
- Inability to master the standards

Quick Quiz

Which of the following tasks is more difficult?

Task 1

Restate the following sentence in your own words:

“The former render possible *theoretical* cognition according to principles *a priori*; the latter in respect of this theoretical cognition only supplies in itself a negative principle (that of mere contrast), but on the other hand it furnishes fundamental propositions which extend the sphere of the determination of the will and are therefore called practical.”

Task 2

Read the following passage, then write a letter to the editor defending the moral values the main character displays with regard to animals.

"Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

"Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.


"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do away with it?" shrieked Fern. "You mean kill it? Just because it's smaller than the others?"

(Liben, 2014)

Quiz Reflection

- Which task was more difficult?
- Why?
- Would a lesson (or a whole week of lessons) on “*finding main idea*” or “*making inferences*” help you with task 11?
- Which task is more cognitively demanding, paraphrasing the main idea or constructing an evidence-based argument?
- What standards do these two tasks support?



**If critical thinking,
comprehension strategies
and achieving standards
are not the causes...**

What are the causes?

- **Vocabulary: Limited academic vocabulary**
- **Knowledge: Limited background knowledge related to a wide array of topics**
- Fluency: Difficulty building fluent reading

Illustration of Grade 5 Level Passage Redacted

Paul Revere, a Boston [redacted] and messenger for the [redacted] receives an [redacted] [redacted] to visit Dr. Joseph Warren's home. Upon Paul's arrival, Dr. Warren [redacted] him a double [redacted]. He must warn Samuel Adams and John Hancock in Lexington, and then the [redacted] in Concord, that the [redacted] are coming.

How does Dr. Warren know that the [redacted] plan to [redacted] Lexington and Concord? General Gage's American wife may have told him. Margaret Kemble Gage, who is from New Jersey, opposes any action that might hurt her [redacted] country, and may have [redacted] her husband's [redacted].

Importance of Vocabulary

- Nearly a century of research (Whipple 1925, NAEP 2012)
- Feature of complex text that likely causes greatest difficulty (Nelson, et al 2012)
- Vocabulary assessed in grade 1 predicts 30% of grade 11 comprehension (Cunningham and Stanovich, 1997)
- Having to determine the meaning of too many words slows readers up; a far greater problem with complex text (Adams, 2009)
- Not knowing words on the page is debilitating
- “30 Million Word Gap” (Hart and Risley, 1995)

Importance of Knowledge

- Research related to elements of disciplinary literacy
 - Guthrie & Humenick, 2004
 - Greenwood, 2004
 - Fisher & Frey, 2004, 2014
 - Shanahan and Shanahan, 2008;
 - Adams, 2009
 - Altieri, 2010, 2011, 2014

Building Knowledge and Vocabulary in the Disciplines (Altieri, 2011 & 2014)

What We Know

- Academic learning begins in early childhood and develops across all disciplines.
- Content knowledge is strengthened when educators integrate discipline-specific literacy into teaching and learning.
- The literacy skills of reading, writing, listening, speaking and critical thinking improve when content-rich learning experiences motivate and engage students.

What the Reality in Classrooms Is

- Instructional emphasis in K-5 is heavy on ELA and math
- Dividing lines exists between disciplines
- Limited time for content area study
- Heavy use of high-interest, low level reading materials

Important Points to Consider Moving Forward (Altieri, 2014; Liben, 2014)

- Blur the lines of ELA and content-area study
- Pay careful attention to reading diets:
 - Rethink materials-types, expectations
 - Utilize a variety of instructional approaches, including read-alouds and close reading as key strategies for building vocabulary and knowledge
 - Insure critical attention to volume of reading

Growing Vocabulary and Knowledge Through Volume of Reading

- Most words learned through context of reading or being read to.
- The more you read, the more you grow your knowledge of words and the world.
- It can not happen without a volume of reading.
- For students who are behind, the volume needs to be as great as possible.
- Close reading is essential but close reading alone will not do it.

Close Reading/Volume of Reading Comparison

Close Reading	Volume of Reading
Fewer pages	More pages
Grade-level appropriately complex text	Text at a variety of complexity levels
Usually all students reading same text	Teacher and/or student choice of text
Focuses attention of specific concepts, vocabulary and aspects of text	Expands vocabulary, knowledge and schema
Heavy teacher support	Light teacher support
Gives all students access to and builds stamina with challenging texts	Builds enjoyment of reading and increases exposure to words and the world

Something to Consider.....

- Not all reading is equally effective at building vocabulary and knowledge.
- Reading a number of texts within a *topic* grows knowledge and vocabulary far more than any other way (Liben, 2014; Gelzheiser, Hallgren-Flynn, Connors & Scanlon, 2014).

What might it look like to design units of study around content area standards that incorporate the use of text sets for both close reading and volume reading activities?

Units of Study with Text Texts

- Provide opportunity to build knowledge/enduring understandings around disciplinary topics/themes
- Provide opportunity to build vocabulary (tier 2 and 3) within rich context
- Provide opportunity to address ELA/Literacy standards at the same time other content area standards are being addressed
- Incorporate literary and informational texts/sources
- Provide opportunities for close reading, volume of reading, collaborative conversation and written responses

Units of Study—Duke's Take (2014)

Duke argues that units/projects should move students beyond satisfying a school requirement to actually building or creating something that responds to a question or solves a problem and which has an authentic audience in mind.

- Approach is well suited to address the ELA standards
- Skills used are consistent with 21st Century skills
- Research documents this approach improves students knowledge, skills and attitudes toward learning
- Approach is more engaging for students

Text Set for Unit of Study on American Revolution

- Use of Katie's Trunk as the anchor text
- Identify ELA/Literacy and social studies standards appropriate for the unit
- Select enduring understanding and essential question
- Gather, review and sequence texts for text set that support standards, enduring understanding and essential question

Applicable Social Studies Standards K-5

E-History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, United States and world.

Pre-K-2: Students understand the nature of history as well as key foundation ideas.

- a. Describe history as “stories of the past”.
- b. Identify a few key figures and events from the history of the United states.
- c. Identify past in stories, pictures, poems, songs and/or videos.
- d. Apply terms such as “before” and “after” in sequencing events.

Applicable Social Studies Standards K-5

3-5: Students understand various major eras in the history of the community, Maine and the United States.

- a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.
- b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons and timeframes.
- c. Trace and explain how the history of democratic principles is preserved in historical symbols, monuments and traditions important in the community, Maine and the United States.

Enduring Understanding and Essential Question

Possible Enduring Understandings for this unit:

- There are two sides to every conflict.
- War has many consequences-some positive and some negative.
- Individuals often take great personal risks in defense of freedoms or rights.

Possible Essential Questions for this unit:

- Would you have been a rebel or a loyalist during the American Revolution?
- Were the American colonists justified in revolting against England?
- Is civil disobedience acceptable?

Text Set

- Anchor: *Katie's Trunk*
- Close Reading Potential:
 - *Tea Party* from Schoolhouse Rock,
<https://www.youtube.com/watch?v=t-9pDZMRCpQ>
 - *Liberty! How the Revolutionary War Began* by Penner
 - *Colonial Voices: Hear Them Speak* by Winters
 - *Some Laws are Intolerable* by Akers from ReadWorks.org
 - *Sleds on Boston Common* by Borden
 - Map of Paul Revere's Ride, 1775
 - *Paul Revere's Ride* by Longfellow

Text Set

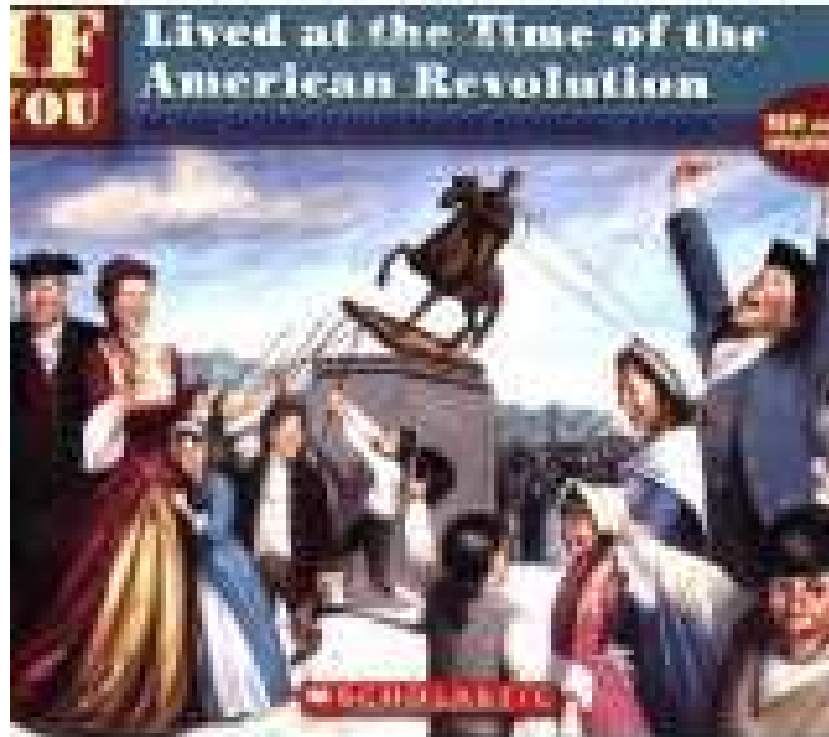
- Volume of Reading
 - *If You lived at the Time of the American Revolution* by Moore
 - *Boston Tea Party* by Edwards
 - *Ropes of Revolution: The Tale of the Boston Tea Party* by Gunderson
 - Liberty's Kids Series,
<https://www.youtube.com/watch?v=GJ-FWHN3ljI>
 - Paul Revere, Messenger of the Revolution,
http://www.earlyamerica.com/paul_revere.htm
 - *Paul Revere's Ride* by Corey
 - *A Picture Book of Paul Revere* by Adler
 - *Midnight Ride of Paul Revere* by Obediah Thomas,
<https://www.youtube.com/watch?v=dKJ75F3tj8>
 - *Let it Begin Here!: Lexington and Concord* by Fradin

Tea Party from Schoolhouse Rock



<https://www.youtube.com/watch?v=t-9pDZMRCpQ>

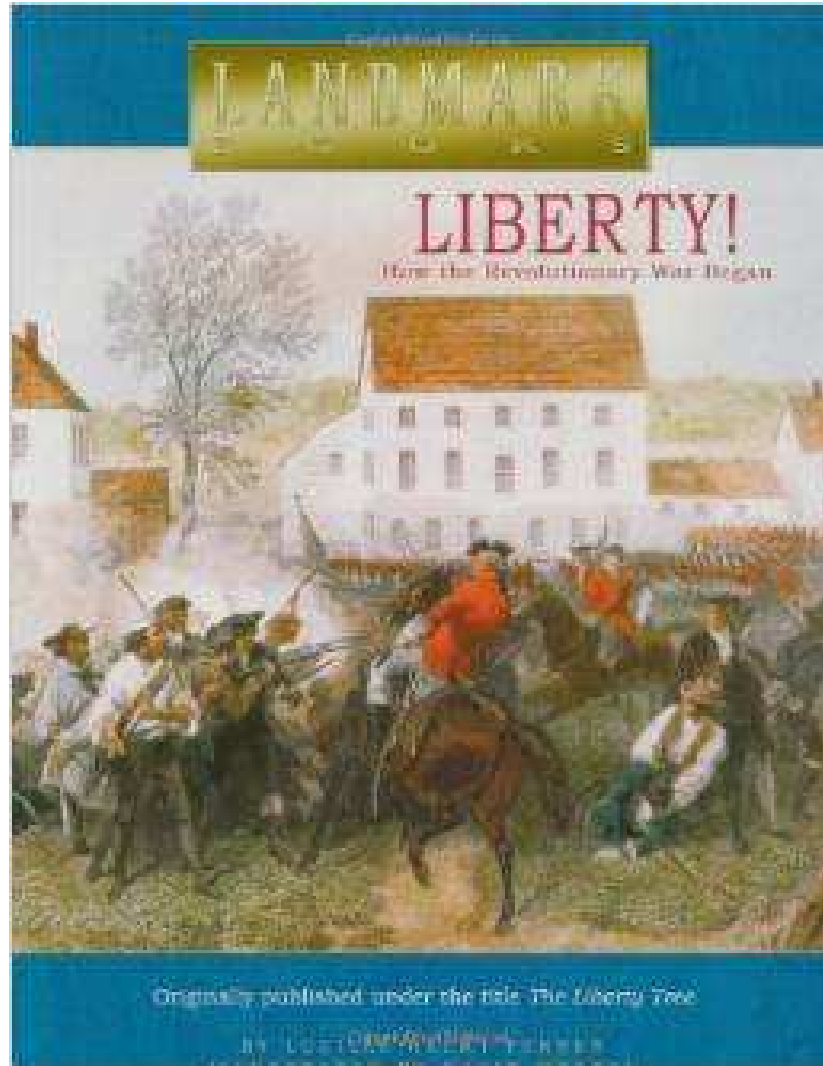
If You Lived at the Time of the American Revolution by Moore



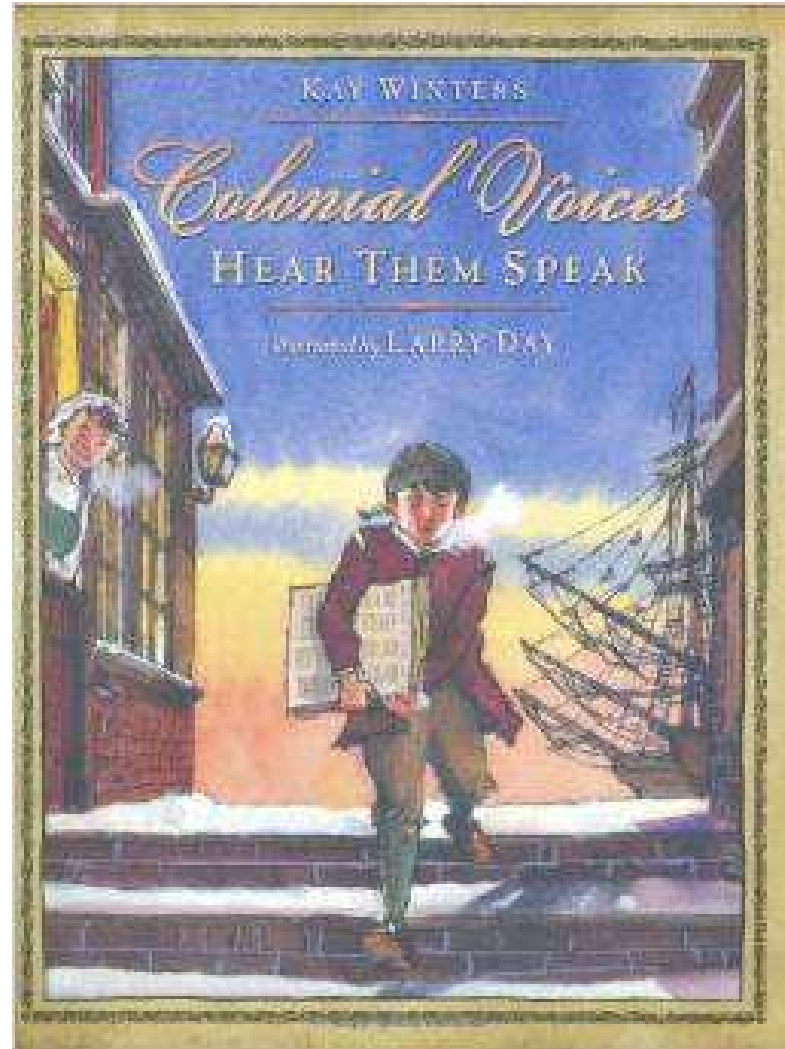
Some Laws are Intolerable by Akers



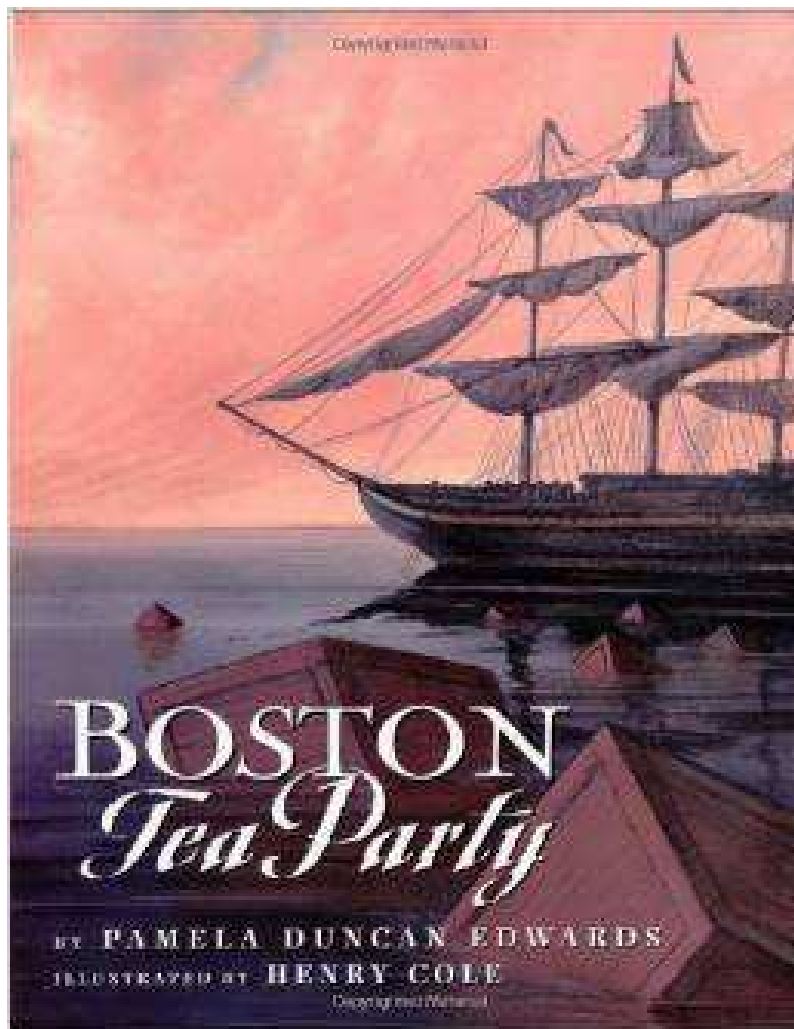
Liberty! How the Revolutionary War Began by Penner



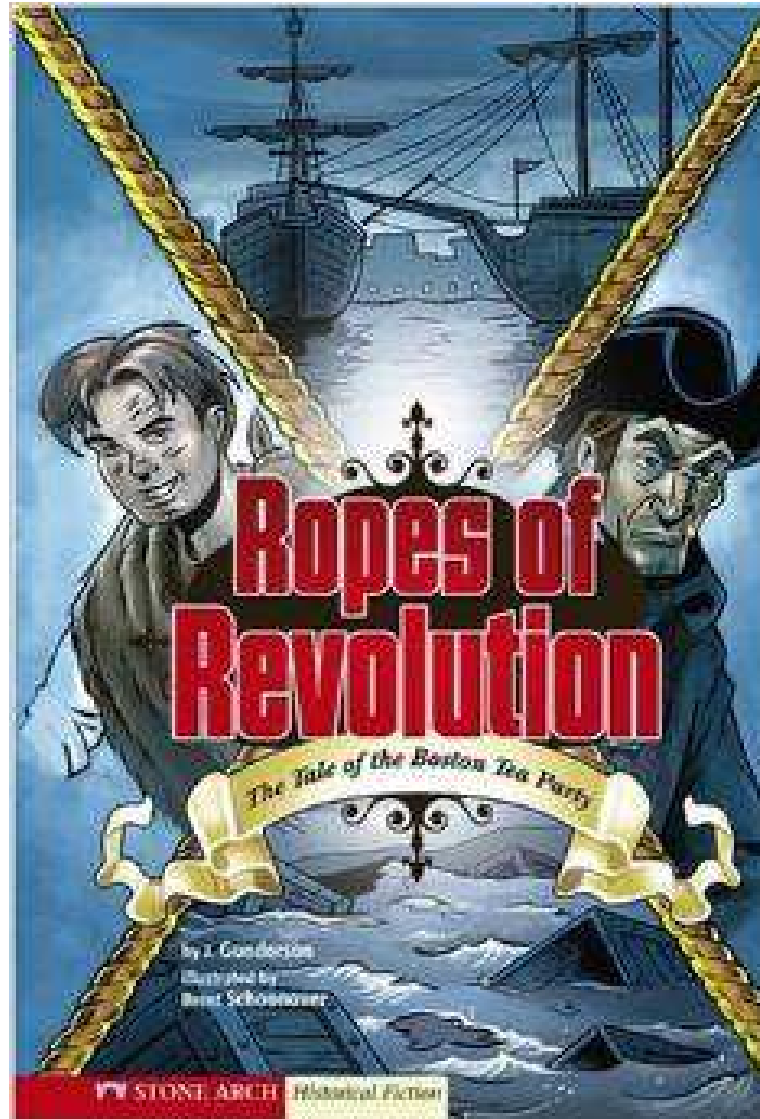
Colonial Voices by Winters



Boston Tea Party by Edwards



Ropes of Revolution by Gunderson

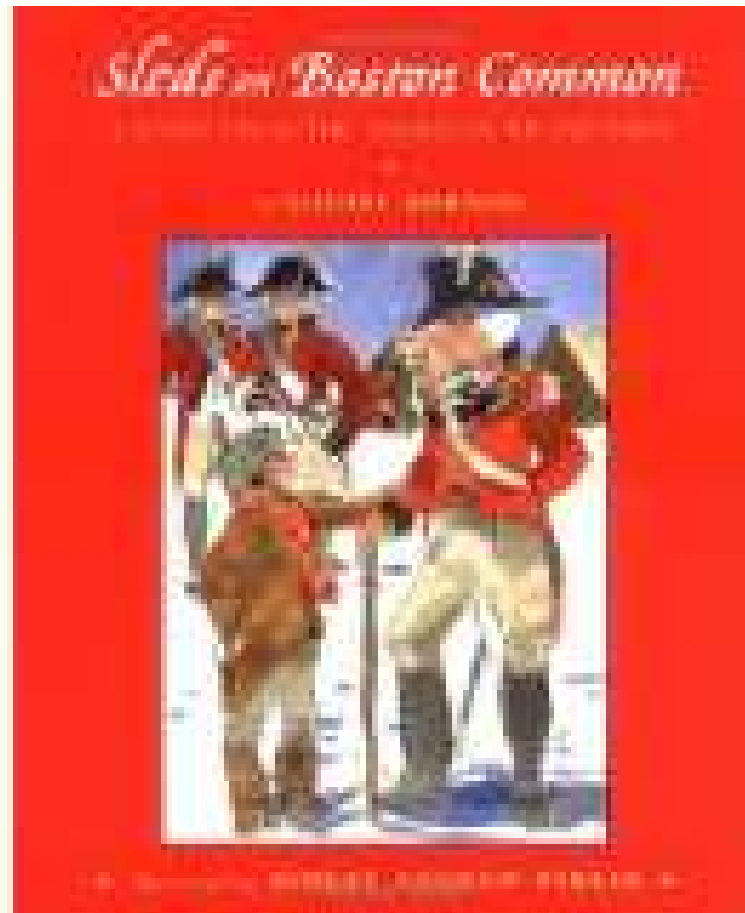


Liberty's Kids PBS Series



<https://www.youtube.com/watch?v=GJ-FWHN3ljl>

Sleds on Boston Common by Borden

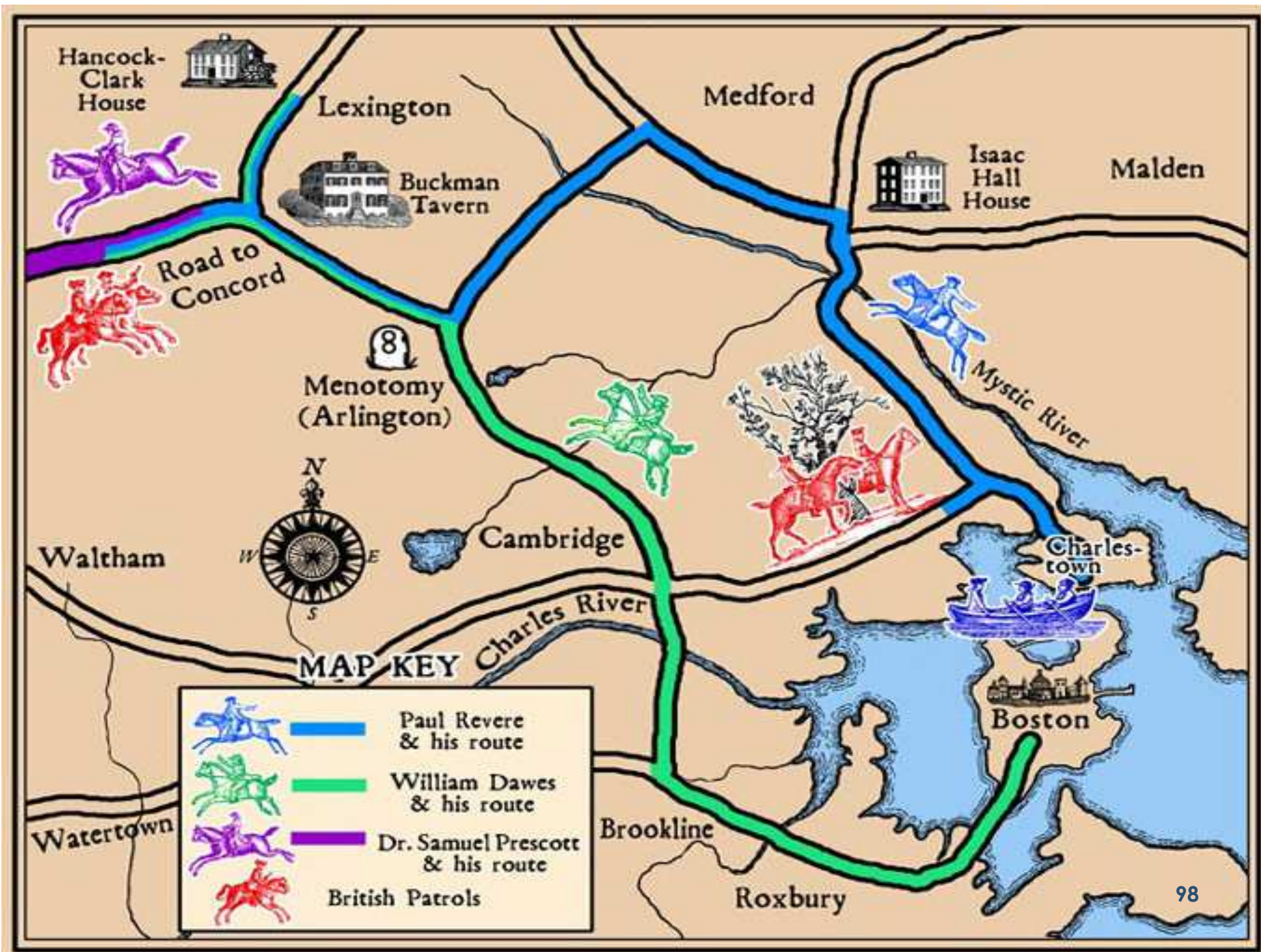


Paul Revere, Messenger of the Revolution

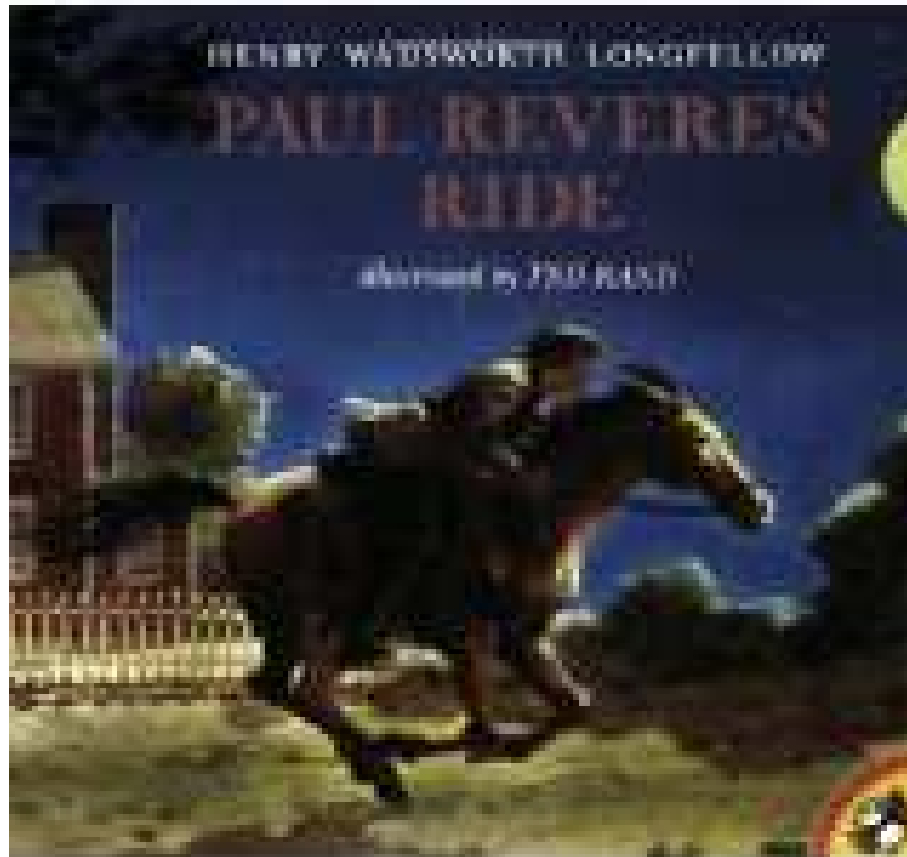


PAUL REVERE'S RIDE.

http://www.earlyamerica.com/paul_revere.htm



Paul Revere's Ride illustrated by Rand

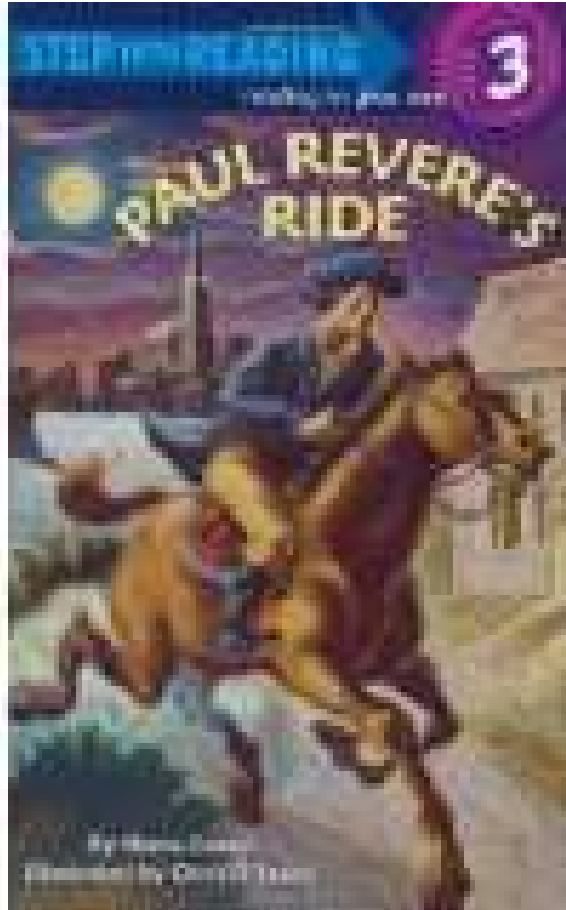


Midnight Ride of Paul Revere by Thomas

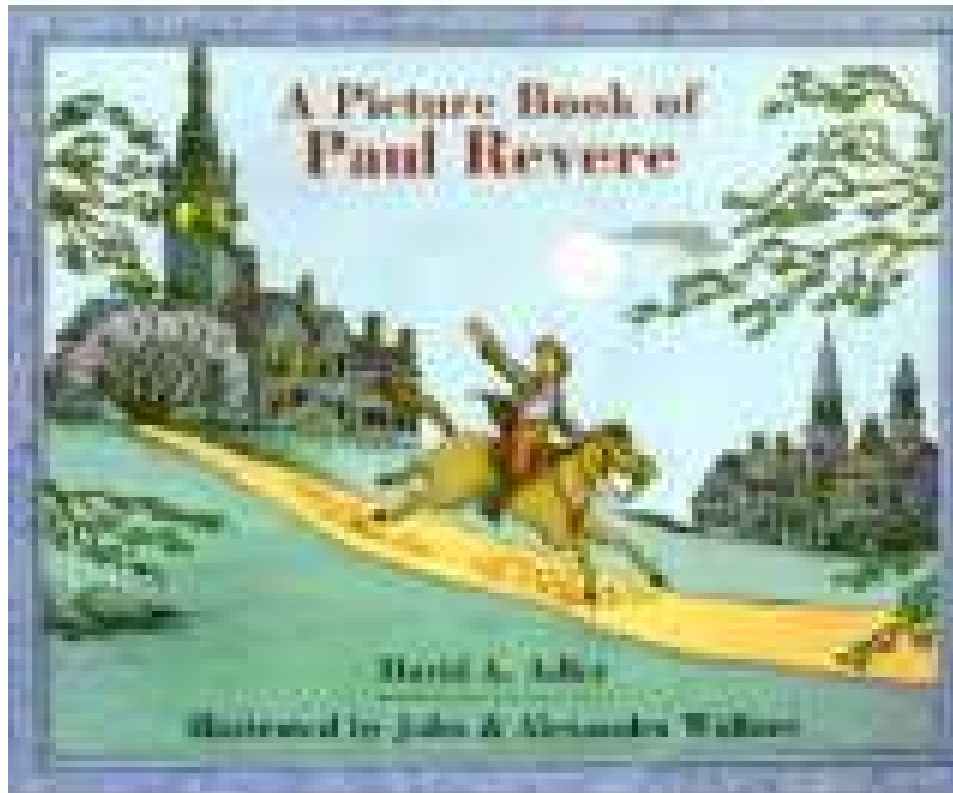


<https://www.youtube.com/watch?v=dKJ75F3tj8>

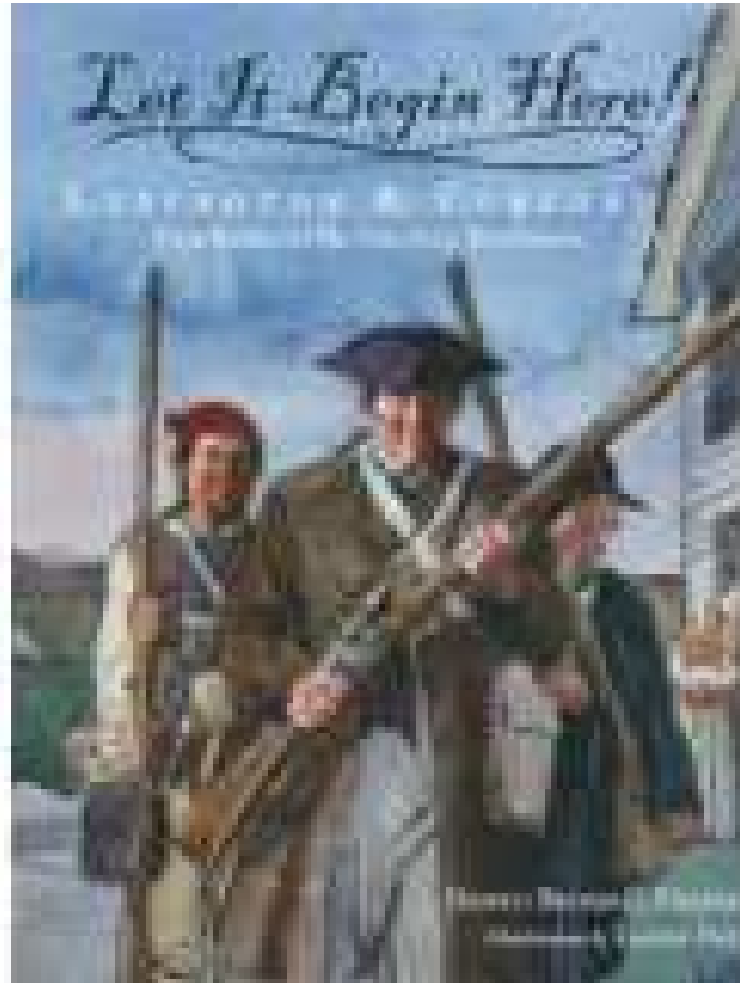
Paul Revere's Ride by Corey



A Picture Book of Paul Revere by Adler

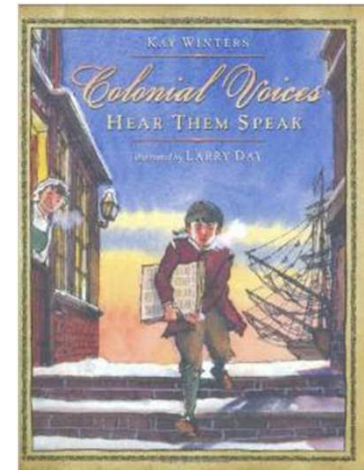


Let It Begin Here! by Fradin



Close Reading Colonial Voices

- Read and annotate. Who is this about? What are they talking about? What else do you notice? What is confusing?
- Reread and search for evidence of the speaker's point of view? Use the graphic organizer to collect evidence.
- Reread and think about what message the author is conveying through this speaker. How does this speaker's message compare with that of the _____?



Text Set Jigsaw

- Using the Text Set Jigsaw Folder, distribute samples of the texts and instructional activities so that each person at your table has a piece of text and activity to explore.
- Be prepared to share with your tablemates. Summarize the text and activity. Share which standards the text/activity supports. Share the DOK level of the activity. Share any realizations/ wonderings you have as a result of this exploration.

Summative Writing Assessment

Imagine you are living at the time of the American Revolution. There are benefits and drawbacks to living under British rule. List the pros and cons to going to war with Britain.

Pros	Cons

Now, put yourself in the shoes of a colonist writing an editorial for the local newspaper. Respond to this question: ***Should the colonies go to war with Britain to win their independence?***

What standards could be assessed in this task?

Reflect on Standards Addressed by Instruction in this Unit

- Reading
- Writing
- Listening/Speaking
- Language
- Social Studies

Team Work Time

- Reflections on enduring understandings from the day's work.
- Applications of today's learning on your own practice and your school's collective approach to curriculum development and instruction.
- Advance thinking about your own text set/unit of study development.



Institute Day 2



Reflections on Day 1

- Ah-has
- Wonderings/burning questions



Session 4

DIGGING INTO TEXT SET AND UNIT OF STUDY DEVELOPMENT

Session 4 Outcomes

- Collaboratively begin to develop a K-2 unit of study
- Explore instructional considerations and strategies for K-2 close reading
- Examine connection of writing and speaking/listening standards to reading standards

Building a Unit of Study and Text Set- Where to Begin

Consider your instructional goals....these may include:

- Building on strengths and addressing needs you have observed
- Encouraging focus on reading and/or writing in particular genres
- Addressing standards in one or more specific domain
- Developing specific knowledge, attitudes or skills
- Capitalizing on specific student or family interests and assets

Duke's words of wisdom (page 31).

Weather Unit K-2

- Review related science standards
 - Maine Learning Results
 - Next Generation Science Standards
- Identify Enduring Understandings
- Identify Essential Questions

Close Reading in K-2

- Why it is important
- Striking a balance
- Differences in approach

K-2 Close Reading

Why?

- Close reading provides opportunities to build familiarity with text characteristics and conventions, to study author's craft and to build knowledge.
- Close reading affords opportunities to assimilate new information with existing background knowledge to expand schema by integrating reading, writing, listening and speaking and language.
- Close reading provides opportunities to apply comprehension strategies with text in which the strategies can actually be useful.
- Close reading builds habits readers need to apply when engaging with complex text-reading **strength** and reading **stamina**.

K-2 Close Reading Striking a Balance

- Close reading is one of a variety of instructional frameworks and routines to utilize in K-2, but not the only one.
 - Reading diets or toolkit analogies.
- Focus on foundational skills is critical, but not to the detriment of constructing mental schema for comprehending and building knowledge.
- Research is demonstrating that steady doses of lower level and “just right” texts do not exercise all of the mental processes necessary for dealing with complex text. Gradated text sets can provide scaffolding to help student access increasingly complex texts by building knowledge and vocabulary.

K-2 Close Reading

Differences in Approach

- **Text Selection**—looking for texts that are more sophisticated than those students use to practice foundational skills, should provide challenge for all and require guidance from the teacher to build comprehension.
- **Initial Reads and Re-readings**—Teacher read aloud and/or shared reading approaches are used commonly, especially in K-1.
- **Annotation**—introduction to marks and use of manipulative tools (SMART Boards, wikki sticks, sticky notes)
- **Frontloading**-not all texts need to be frontloaded, let students do some of the heavy lifting.
- **Text Dependent Questions**—often focus on “What the text says” and “How the text says it”

Video Clips

- Watch this video of a close reading episode in a first grade classroom.
- What do you see/hear the teacher doing? What do you see/hear the students doing?

<https://www.youtube.com/watch?v=2anzoCrsgfw>

Now watch this video of a small group close reading in a grade two classroom.

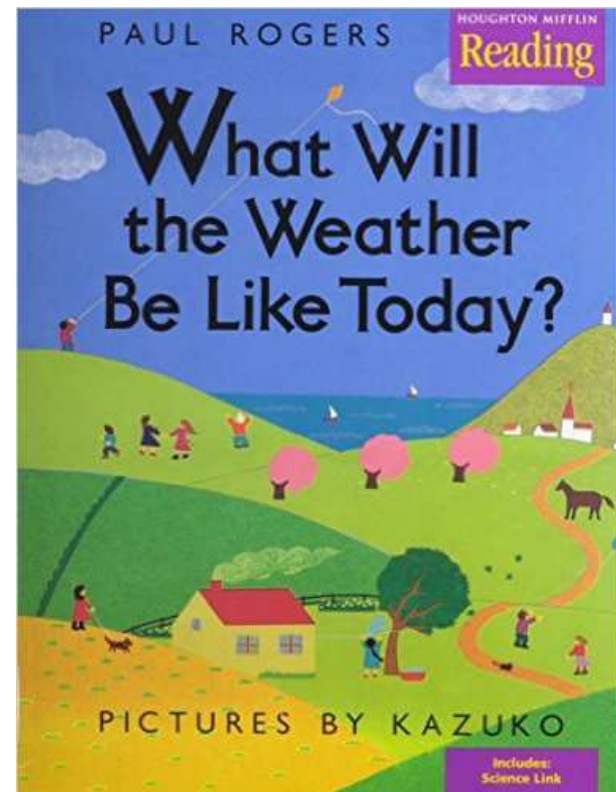
https://www.youtube.com/watch?v=HDfv3B_JZQo

Modeling Close Reading with Weather Related Texts

- What Will the Weather Be Like?
- Float or Thunderstorm (Wordless Picture Book)
- Earth's Most Destructive Storms (Key Words, Chunking and TDQs)
- Introducing the Weather Man (poem)
- Extreme Weather Pack

What Will the Weather Be Like Today?

- Multiple readings and purposes for reading
- Text dependent questions
- Reading the pictures
- Building vocabulary

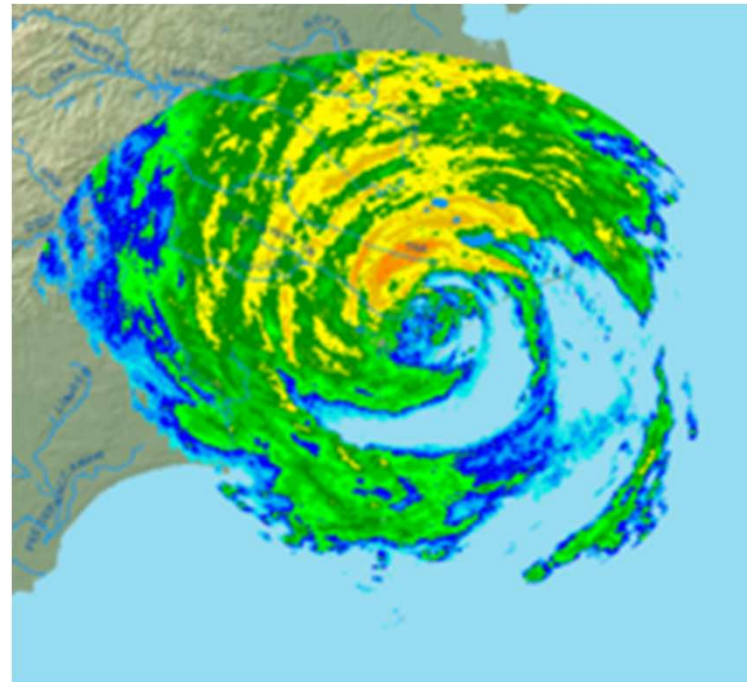


Float



Earth's Most Destructive Storms

- Chunking the text and TDQs
- Key Words and summarizing



Introducing the Weather Man

- Language focus
- Constructing meaning



Extreme Weather Pack

- Frayer Model
- Text Search and Find Board
- Making connections across texts (i-chart)



Writing Connections (Shanahan, 2015)

Text sets and units of study should promote opportunities for students to:

- Summarize texts
- Analyze and critique
- Synthesize information from multiple texts
- Write to models

Features of Accountable Talk (Resnick, 1995)

Accountability to the Learning Community	<ul style="list-style-type: none">• Careful listening to each other• Using and building on each other's ideas• Paraphrasing and seeking clarification• Respectful disagreement• Using sentence stems
Accountability to Accurate Knowledge	<ul style="list-style-type: none">• Being as specific and accurate as possible• Staying on topic• Confirming understanding of the content• Asking questions to extend understanding
Accountability to Rigorous Thinking	<ul style="list-style-type: none">• Providing evidence for claims and arguments• Linking claims and evidence in logical ways• Formulating hypotheses and constructing explanations• Checking quality of claims and arguments

Break





Session 5

TEXT SETS AND UNITS OF STUDY CONTINUED

Session 5 Outcomes

- Explore potential anchor texts for a text set that supports a unit of study focus on weather at the K-2 span.
- Explore texts that connect to enduring understandings for the unit of study.
- Consider features of text sets and instructional tasks supported by texts within a unit of study.
- Identify standards that are supported through the unit of study.

Building a Text Set

- Launch Texts
 - May be anchor
- Source Texts
 - Anchor
 - Close and Volume
- Mentor Texts
 - May be anchor

Source Text Guidance (Duke, 2014)

- Don't get too concerned about the text level.
- Think about scaffolding.
- Remember that not all texts have to be written.
- Make extensive use of the web.
- Engage librarians.

Anchor Text-The Weather

Read the text to yourself. As you read, annotate what you notice.

- What is the author's purpose?
- How is the text organized?
- What text features are significant?
- Is there specific vocabulary that would need to be taught in advance or not? Why?
- Are there any syntactical structures that would be important to notice?
- How might you chunk out this text?
- What might make this text a useful anchor for a unit on weather with K-2 students?

Fictional Text Selection Jigsaw

- Divide up the three text selections for the Fictional Jigsaw.
- In partners/triads, read and annotate your selection, keeping in mind this enduring understanding:

Weather affects our lives in many ways.

As you read:

- identify how this text supports the enduring understanding
- Which aspects of the text would lend themselves to close reading
- Which ELA standards you might choose to focus on with the text and why?

Be prepared to summarize the text for your table and share what you identified. Discuss how these texts might fit together to support intertextual connections and generate a writing task, appropriate for K-2, which would require students to gather evidence from the texts to support their ideas.

Weather Text Mush

- Explore the weather text set at your table which includes books, articles, videos (thumb drive), etc.
- Divide up the resources and review them. Use sticky notes to jot down ways in which the content of the resources would support an essential understanding for this unit, aspects of the resources that lend themselves to particular ELA/content standards, and ways in which the resources might be used (e.g. whole class, small group, independent reading, close or volume).
- Share your findings as a table and complete the summary sheet.

Unit of Study Summative Task

- Return to your book mush and brainstorm a summative task that will require students to transfer their learning from this unit to a real-world application.
 - Duke (2015) provides examples of tasks for an authentic audience (pg. 40).
 - Keep DOK level and clustering standards in mind in your design.
 - Keep the concept of transfer in mind.
- Select a task to share with the larger group.

Connecting to the Standards

- Use the anchor standard cards to examine which standards have been addressed through the texts and instructional activities in which we have been engaged in the weather unit.
- What do you notice?
- What are your takeaways?

Session 5 Application

- Using the Unit of Study Template, begin to consider the focus for your Unit of Study.
 - What are the enduring understandings?
 - What are the essential questions?
 - What texts may support these understandings and questions?

Lunch





Session 6

PULLING THE PIECES TOGETHER

Session 6 Outcomes

- Identify the potential benefits of using units of study to plan curriculum
- Review process and template for planning a unit of study
- Begin to construct your own unit of study and text set

Text Set and Unit of Study Reflections

Reflecting on the examples we have considered and the unit of study planning template, respond to the following questions.

- What information needs to be considered when planning a unit of study?
- What information needs to be considered when planning a text set?
- What are the potential benefits of developing and utilizing units of study?
- What are the potential benefits of developing and utilizing text sets?

Let's Build a Text Set for a Unit of Study

- Determine topic/theme and content standards to address within the unit
- Select an enduring understanding and essential question (there may be several)
- Gather and examine texts to support the unit of study, paying particular attention to:
 - how the texts will support the enduring understanding(s) and address the essential question(s)
 - range of difficulty to support grade level complexity and volume of reading
 - how the texts will support opportunities to address ELA standards , depth of knowledge and transfer

Let's Build a Text Set for a Unit of Study (Continued)

- Select an anchor text and sort other texts into two groupings—some that will be read by all students and some that will be differentiated across class for independent and small group reading opportunities
- Sequence texts to address standards identified for the unit and that will build enduring understanding and address essential question
- Plan instruction across the unit of study, integrating across content areas

Work Time on Your Own Unit Development

- Enduring Understandings and Essential Questions
- Anchor Text
- Text set development
- Standard Identification
- Unit activities

References and Online Resources

For a list of research references and online resources related to this presentation, please refer to the electronic handout or email leeann.larsen@maine.gov to obtain them.